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twelve chapters are devoted to a discussion of the external social relations of education while the remaining chapters deal with the internal social aspects.

Democratic government of schools is the subject of one chapter and illustrates the plan of the book. It begins with a seven-page extract from a book by the same title written by John T. Ray, the pioneer in pupil self-government experiment, and gives the results of his experiences of over sixteen years. Mr. Ray thinks that most attempts of the kind must fail because the teachers do not understand the real purpose of pupil government. The form and show of a mimic republic are seen rather than the opportunity for training in judgment and control. This selection is followed by six pages from the bulletin of the School Citizens' Committee of New York City in which the ideals of self-government are attractively set forth. The author summarizes and comments upon these two and other views in three pages, and closes with a bibliography of thirty titles.

The appearance of a book of this kind is evidence of the interest school people have in the social aspects of education and their desire to hasten the change in theory and practice of school training which will make school life square with life outside. In order that those most responsible for the spirit and life of the school room may get away from bookishness and learn to regard teaching as a social as well as an intellectual service, Dr. King suggests that educational psychology should include social psychology, and that the teacher shall be trained to render the largest social service possible through the school organization.

Dr. King has provided a valuable guide for the educator who has reached a point in his experience where he knows that the curriculum must be simplified and humanized and is not quite certain that he knows how to accomplish the change. No courses of study for different places and conditions are suggested, but a wise selection of opinion from the leaders in educational thought of the present together with the author's own convictions are placed at perplexed ones' service. The book is also an excellent text for use in teachers' training courses.

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Klemm, L. R. *Public Education in Germany and the United States.* Pp. 350. Price \$1.50. Boston: Richard G. Badger, 1911.

One is glad to welcome another book from the pen of Dr. Klemm, late specialist in foreign education in the United States Bureau of Education, especially for the light it throws on the organization of subject matter and methods of instruction in vogue in the elementary schools of Germany. Although the author has been for forty-five years in America, he has still retained his interest in the schools of his Fatherland, and still looks at many questions from a peculiarly Teutonic point of view. The opening chapter on Why Cannot the American School Accomplish what the German School Does? published in the *Educational Review* a few years back, presents on the whole an admirable analytical answer to the question propounded in its title. Although the author points out forcibly many of the short-comings of our schools which, alas, are all too true, he loses sight of one very significant factor that must necessarily make for the greater diffuseness

of American education in comparison with the German—the divergent political and social ideals of the two peoples. Germany is educating its individual children for very specific life work in a monarchical and decidedly stratified form of life, while America's problem is to give the child that education that will stand him in good stead in the freer, more flexible life of a democratic society.

The suggestion in the preface that "some of the chapters may cause discussion, even protest, among teachers," is likely to be met to the author's satisfaction when one finds expressions like the following: "At first the Anglo-American was not conscious of his mission, and for two centuries the colonists neglected their schools" (p. 13); "the very meat of the educational dinner is English. That is the language which will develop logical thought, brush out the cobwebs of superstition of almost every kind" (p. 81); "if it had not been for the Americans of German descent, this country would have been cursed with paper, or depreciated silver, currency" (p. 86); "America has not become great in consequence of its schools, but in spite of its schools. The great extent of civilization . . . the immense progress industry has made in this country are to a large extent owing to millions of immigrants" (p. 132); and "I have found only two native Americans who could speak and write German fluently and correctly . . . There may be more who know French perfectly, but there are fewer who can converse in Latin, Italian, or Greek" (p. 243). Dr. Klemm handles the woman teacher with no gloved hand, and apparently finds the German about as unsatisfactory as her American sister. The chapter on English, a Dead Language, represents an extreme German point of view that is hardly likely to meet with approval from Anglo-Saxon readers. English is admittedly an eclectic language, and that very fact constitutes one of its strong points. It is not so hampered by ideas of linguistic purity that it is compelled to endure the ponderousness of a long compound like the German *Menschenfreundlichkeit* when it may appropriate a simpler and equally significant word from the Latin—humanity. The large part of the argument throughout the chapter is based upon the primacy of linguistic purity over every other consideration.

Probably the most valuable chapter of all is the one on Schools for Backward Children, wherein the author describes all too briefly the so-called "Mannheim System" founded by Dr. Sickinger, the head of the school system in Mannheim. It is unfortunate, however, that the diagram here represented was not more fully expounded for it is hardly sufficiently self-explanatory as it stands. One might also take exception to the statement that the school decoration found in the town of Lauscha is typical of that in German schools. The writer can only add that in several months' experience in schools of various types in the principal cities of Germany, he has never found anything like it, nor are the attempts at school decoration there at all comparable with what one may find in schools in America from Massachusetts in the East to California and even Texas in the West.

The book contains nearly a score of lessons on the various subjects of the elementary school curriculum that are sure to prove of some value to many teachers, and one may only hope that Dr. Klemm is quite mistaken when he says "this book will preach my last sermon."

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